

AGENDA ITEM VII A

TEACHER EDUCATION INITIATIVES

**REPORT ON ACTIVITIES OF THE BLUE RIBBON COMMISSION
FOR EDUCATIONAL EXCELLENCE**

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REPORT ON ACTIVITIES OF THE BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE

STAFF COMMENTS

The Blue Ribbon Commission for Educational Excellence will conduct its next meeting on February 12, 2004. A decision was made by the Blue Ribbon Commission Advisory Committee *not* to meet during November 2003 or January 2004 due to anticipated modifications in Commission membership as a result of changes in the new administration.

The February 2004 meeting will provide all ongoing and new Commission members with specific data pertaining to the impact of the implementation of the Blue Ribbon Commission's recommendations during the previous three years. The purpose of the meeting will be to identify specific issues to be addressed by the Commission during Spring 2004.

AGENDA ITEM VII B

TEACHER EDUCATION INITIATIVES

LOUISIANA'S NATIONAL RANKING FOR TEACHER QUALITY

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TEACHER EDUCATION INITIATIVES

LOUISIANA'S NATIONAL RANKING FOR TEACHER QUALITY

STAFF COMMENTS

Louisiana has been ranked 5th in the nation for its efforts to improve teacher quality, according to a January 7, 2004 report from *Education Week*, the nation's foremost K-12 education publication. Louisiana was also ranked #1 in the nation in the area of Standards and Accountability.

Louisiana received an overall grade of B+ in Improving Teacher Quality with a score of 87. Only two states in the nation (Connecticut and South Carolina) received a higher grade of A-. Two additional states (Kentucky and Arkansas) also received a grade of B+. Louisiana demonstrated an increase of 9 points from a ranking of C+ during January 2003 and a score of 78.

The report indicates that Louisiana has established a solid teacher-testing framework which includes written tests and performance-based evaluations. It points out that Louisiana has been among the most aggressive states in holding districts and schools accountable for the quality of their teachers. The report also highlights the accountability system that the state has implemented to judge the performance of teacher education institutions.

Louisiana's ranking among the top five states in the nation for teacher quality is the direct result of the leadership that has been demonstrated by the Board of Regents, Board of Elementary and Secondary Education, University System Boards, Louisiana Department of Education, public and private universities, and districts as aggressive changes have been made to improve teacher quality during the last three years. This ranking is also a direct result of the work of the Blue Ribbon Commission as it has identified needs and recommended actions to the two boards for implementation.

With a grade of D in K-12 School Climate and a ranking of 50th in the nation, the Education Week report also clearly demonstrates that Louisiana has other areas in need of immediate improvement.

AGENDA ITEM VII C

TEACHER EDUCATION INITIATIVES

**STATE HIGHER EDUCATION EXECUTIVE OFFICERS (SHEEO)
TEACHER QUALITY GRANT**

AGENDA ITEM VII C

TEACHER EDUCATION INITIATIVES

STATE HIGHER EDUCATION EXECUTIVE OFFICERS (SHEEO) TEACHER QUALITY GRANT

STAFF COMMENTS

Louisiana is one of seven states (Arkansas, Louisiana, Maine, North Carolina, Ohio, Pennsylvania, and Wisconsin) selected to participate in Phase 2 of the SHEEO Teacher Quality Initiative funded by the Carnegie Corporation. Louisiana submitted a proposal for \$20,000 in funding during Fall 2003 and received notification of the grant award on January 7, 2004.

The central goal of this grant is to fully align the electronic PASS-PORT (PRE-SERVICE) System developed for pre-service teachers with the electronic portfolio PASS-PORT (K-12) System developed for district teachers and link the assessments of both to the academic growth of K-12 students being taught by university graduates.

Two specific objectives will be addressed within the grant:

- To align assessment data collected for the PASS-PORT (PRE-SERVICE) System with assessment data collected for the PASS-PORT (K-12) System.
- To identify strategies to integrate data pertaining to the academic growth of students being taught by new teachers into the PASS-PORT (PRE-SERVICE) and PASS-PORT (K-12) Systems.

Funding will be provided through the grant for Assessment Coordinators/PASS-PORT Coordinators at each campus to meet on a monthly basis with state and national leaders and work collaboratively to identify assessments that measure teacher effectiveness and improved K-12 student learning.